

Pendergrass Fairwold School

5935 Token St.
Columbia, S. C. 29203

Grades	K-12 Elementary School	
Enrollment	48 Students	
Principal	Patricia W. Brown	803-735-3435
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

N/A

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

IMPROVEMENT RATING

N/A

ADEQUATE YEARLY PROGRESS

N/A

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	No
2004	N/A	N/A	No
2005	N/A	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)English/Language ArtsMathematicsScienceSocial Studies

Our School

Elementary Schools with Students like Ours**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	5	100.0	I/S	I/S	I/S	I/S	I/S		
Gender									
Male	2	100.0	N/A	N/A	N/A	N/A	N/A		
Female	3	100.0	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S		
African American	2	100.0	I/S	I/S	I/S	I/S	I/S		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S		
Socio-Economic Status									
Subsidized meals	3	100.0	I/S	I/S	I/S	I/S	I/S		
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	5	100.0	I/S	I/S	I/S	I/S	I/S		
Gender									
Male	2	100.0	N/A	N/A	N/A	N/A	N/A		
Female	3	100.0	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S		
African American	2	100.0	I/S	I/S	I/S	I/S	I/S		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S		
Socio-Economic Status									
Subsidized meals	3	100.0	I/S	I/S	I/S	I/S	I/S		
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	5	100.0	I/S	I/S	I/S	I/S	I/S
Gender							
Male	2	100.0	N/A	N/A	N/A	N/A	N/A
Female	3	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	2	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Socio-Economic Status							
Subsidized meals	3	100.0	I/S	I/S	I/S	I/S	I/S
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	5	100.0	I/S	I/S	I/S	I/S	I/S
Gender							
Male	2	100.0	N/A	N/A	N/A	N/A	N/A
Female	3	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	2	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Socio-Economic Status							
Subsidized meals	3	100.0	I/S	I/S	I/S	I/S	I/S
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	2	100.0	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	1	100.0	N/A	N/A	N/A	N/A	N/A
	7	2	100.0	N/A	N/A	N/A	N/A	N/A
	8	3	66.7	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	1	100.0	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	2	50.0	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	1	100.0	N/A	N/A	N/A	N/A	N/A
	7	2	100.0	N/A	N/A	N/A	N/A	N/A
	8	3	66.7	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	1	100.0	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	1	100.0	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	1	100.0	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 48)				
First graders who attended full-day kindergarten	50.0%	Down from 100.0%	100.0%	100.0%
Retention rate	52.8%	Up from 36.4%	3.9%	3.0%
Attendance rate	89.0%	Down from 90.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	5.8%	3.2%
Eligible for gifted and talented	0.0%	No change	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	81.5%	Up from 72.7%	8.0%	8.2%
Older than usual for grade	47.9%	Up from 47.4%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 15)				
Teachers with advanced degrees	73.3%	Up from 68.8%	51.5%	52.6%
Continuing contract teachers	100.0%	Up from 75.0%	77.4%	83.3%
Highly qualified teachers	77.8%	Down from 88.9%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	91.9%	Up from 83.3%	82.9%	87.0%
Teacher attendance rate	95.0%	Up from 94.2%	94.8%	95.0%
Average teacher salary	\$49,213	Up 4.7%	\$40,440	\$41,703
Prof. development days/teacher	5.6 days	Down from 9.1 days	14.2 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	5.2 to 1	Up from 4.8 to 1	16.5 to 1	18.8 to 1
Prime instructional time	83.6%	Down from 84.5%	88.8%	89.8%
Dollars spent per pupil*	\$47,475	Up 15.9%	\$7,599	\$6,242
Percent of expenditures for teacher salaries*	56.5%	Up from 54.9%	62.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	79.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pendergrass Fairwold School serves medically fragile, severely mentally and physically handicapped students ages 3-21. All students receive services recommended by their Individual Education Plan (IEP) and are monitored for progress according to the guidelines of their IEP. Our school also houses a vocational program for special education self-contained students below the age of 21, who qualify for additional IDEA services and whose parents request such services.

Our student focus for the year has been adapting state standards for our trainable and profound population so that they will have the skills and experiences necessary to meet the challenges of living in their communities and functioning successfully with caregivers. Our vocational population has focused on developing and/or refining social and cognitive skills that will make them employable or will make them able to function productively in their communities to the best of their abilities.

The school's continued goal for instruction and staff development is to refine teaching strategies, so that students have a variety of learning experiences that will help them live their lives as independently and productively as possible.

Patricia Brown, Principal
Victoria Osborne, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	12	0	2
Percent satisfied with learning environment	58.3%	N/R	I/S
Percent satisfied with social and physical environment	75.0%	N/R	I/S
Percent satisfied with school-home relations	50.0%	N/R	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.